DOCUMENT RESUME

ED 409 528 CS 012 829

AUTHOR	Ediger, Marlow
TITLE	Reading and the Pupil in a Challenging Curriculum.
PUB DATE	97
NOTE	20p.
PUB TYPE	Guides - Classroom - Teacher (052) -- Opinion Papers (120)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Educational Psychology; Elementary Education; Individualized Instruction; *Integrated Curriculum; *Language Arts; *Phonics; *Reading Instruction; Teaching Methods; Thinking Skills; Whole Language Approach
IDENTIFIERS	Reading Recovery Projects

ABSTRACT

Pupils learn to read in different ways with the use of diverse procedures. Many approaches in teaching reading have been used in the last 30 years and are still widely used, such as basal reading approaches; individualized reading using library books; strong phonics emphasis for young learners; whole language approaches; and experience charts. Newer plans of reading instruction based on sound educational thinking reflecting on appropriate philosophy and psychology of learning are Reading Recovery, an integrated language arts curriculum, rereading, and emphasis on higher levels of pupil cognition. Each plan for the teaching of reading needs to be appraised in terms of tenets of the psychology of education--interest, meaning, and purpose. (Contains 19 references.) (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Marlow Ediger

1997

READING AND THE PUPIL IN A CHALLENGING CURRICULUM

ED 409 528

Pupils learn to read in different ways with the use of diverse procedures. Many approaches in teaching reading have been used in the last thirty years and are still widely used. These include

a. basal reading approaches. Basal readers have had a rather long history of use in teaching pupils; according to Ediger (1997):

Most teachers use basal readers published by a reputable company to teach reading to pupils. Basal readers by themselves will not automatically do the job of providing for individual reading needs of pupils. The teacher needs to use supplementary readers or trade books to assist each pupil to achieve as optimally as possible in reading. Basal readers, however, can provide a quality framework for the teaching of reading. The teacher needs to emphasize readiness activities before pupils are to read a given selection from the basal reader. Thus the teacher should introduce new words that pupils will meet, when reading silently or orally. These words should be printed in neat manuscript letters on the chalkboard or on a transparency. Each new word may be presented in isolation or within a given sentence. The writer prefers the latter since pupils may then see each new word in context. Generally words are printed in context as one reads for a specific purpose. Learners need practice at the time of word introduction to be able to identify these words later when reading orally or silently Being able to recognize the new words in print when reading is salient. Learners then have benefited from being introduced to the new words from the chalkboard or overhead projector.

Readiness activities also include pupils having adequate background information before reading from the basal as well as having one or more purposes, or questions to be answered, before beginning the reading of a selection.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Ediger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

b. individualized reading using library books. Pertaining to individualized reading, Ediger (1996) wrote:

In situations involving individualized reading, the pupil orders his/her experiences. Sequence, it is felt, resides within the involved learner. Others, the teacher included, cannot select the order of goals for a learner to attain. The student individually must do the processing of content. A teacher determined reading curriculum does not work, according to advocates of individualized reading. Humanism, as a

CS012829

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

psychology of learning, strongly advocates concepts such as the following:

1. student- teacher planning of the curriculum.
2. learners choosing from among diverse objectives which to achieve and which to omit.
3. learning centers from which students may sequence their own tasks.
4. students being involved in determining objectives within a contract system.

Veatch (1959), a strong advocate and writer in individualized reading programs, clarified this program of teaching reading when writing:

The difference lies in the instructional role of the teacher. For example, in recreational reading, we find the following:

A weekly or biweekly period
Little or no actual instruction
Teacher largely free or inactive once books are chosen
Little attention paid to skill development
Reading entirely silent

A quite different picture is found in the individualized approach, to wit:

A daily reading period
Continual instruction
Teacher active and in demand
Concern for skill development
Reading silent with frequent opportunities to read orally to the teacher and to the class

As such it has certain prime characteristics that occur regardless of the variations in practice found throughout the country. There are: (1) self selection of material by pupils for their own instruction, (2) individual conferences between each pupil and the teacher, and (3) groups organized for other than reasons of ability or proficiency in reading.

Many teachers confuse an individualized approach and recreational reading because both entail self-selection of books.

c. strong phonics emphasis for young learners

Here, a commercially published textbook is generally used in teaching primary grade pupils and older learners, if needed, in experiencing sequential teacher directed lessons to guide pupils to

associate sounds with symbols, decode consonant and vowel digraphs, as well as identify diphthongs. Relevant prefixes, suffixes, and root words are also studied by pupils to identify unknown words in order to become proficient readers.

d. whole language approaches. As one approach in whole language teaching, Fayden (1997) recommends the following:

Shard reading is a whole language technique which emphasizes the acquisition of specific reading skills such as book concept awareness, return sweep, identifying words after frequent repetitions, vocabulary, prediction of story events, understanding of character motivation, grammatical skills, phoneme awareness, and enjoyment of reading. The children's Shared Reading experiences consisted of learning these skills, using accepted techniques, as they read and explore one new Big Book every week...

The accepted definition of Shared Reading is that the teacher uses a Big Book- the reading is directed to a group of children who eventually learn, through repeated readings and other techniques, how to read the book independently. However, the phrase is also used in the literature to indicate the commonality of more than one person sharing the same reading method at the same time...

Pertaining to the use of quality literature in the reading curriculum, Tiedt (1983) wrote:

Literature has seldom been part of the reading program in the elementary school, for reading has been dominated by the basal reader series. What are the advantages of a literature based reading program over the traditional controlled-vocabulary anthology? The use of literature in a reading program for elementary school students offers quality content to a course of study which has concentrated solely on the teaching of skills. It is time that we acknowledge the value of provocative material in exciting the student about reading. Until this excitement is present in the reading lesson, we will not develop a nation of readers.

Many titles from children's literature can be, and are being, used as reading text material. The advantages... over the familiar basal reader are overwhelming:

1. Excellent writing— imagery, use of words, storytelling ability
2. Continuity of a longer story— plot development, characterization
3. Greater interest value— intrigue, atmosphere, entertainment
4. Integration of literature, language, and composition studies.

e. experience charts. Pupils need to have concrete experiences as a basis for developing experience charts. Lee (1981) noted the following essentials in forming an experience chart:

1. An experience common to the group—field trip, story read, an experiment, film, classroom incident, topics introduced by the teacher, a picture
2. Class discussions with sentences recorded by the teacher, aide, or students
3. Reading the composed story aloud, discussion of words
4. Duplicated copy of the story used in individual and group reading experiences
5. Followup activities—varied reading opportunities, dictation of individual sentences according to ability , small group work to extend abilities, language study, listening to literature, extension of vocabularies.

There are approaches used in the last thirty years that are probably not in evidence presently. These include

a. the Initial Teaching Alphabet

b. linguistic procedures with a strong word and sentence patterns emphasis

3. programmed reading in book form.

There are selected basic ideas that survive and are important in new procedures advocated in the teaching of reading. First, pupils need adequate background information to benefit from an ongoing reading lesson. The background information assists pupils to attach meaning to what is being read. The learner while reading relates the new content read with that which was already possessed in the repertoire of the involved pupil. It behooves the teacher in any content area to provide pupils with necessary background information in order to understand more meaningfully that which was read. A variety of audio-visual materials may be used by the teacher to guide more optimal reading comprehension of the learner. Effective readers (Billmeyer, 1996) actively pursue meaning and carry a mental dialogue with the writer. An

ideal reader's mind, or mental disposition, is alive with questions:

* What is this text about?
* How does that fit with what I already know?
* What is the author trying to say?
* What is going to happen next?
* What does the author mean?

Pertaining to background knowledge for readers, Barton (1997) wrote:

Prior knowledge plays a crucial role in text comprehension. Strategic readers bring to the task enough accurate background knowledge to make sense of what they read. Prior knowledge acts as a framework through which the reader filters new information and attempts to make sense of what is read.. It also acts as a kind of mental velcro to which the reader can attach new information....

Students bring a variety of experience and prior knowledge to class. Therefore, content area teachers should employ an array of pre-teaching strategies that will help them activate, assess, and extend each student's level of prior knowledge.

Another feature of past programs of reading instruction stresses the importance of pupils understanding vocabulary concepts to be read. There are concepts that have similar meaning no matter which academic area is being read. Then too, there are vocabulary terms that are unique to a discipline such as in geography– meridians, parallels, longitude, latitude, among others. Vocabulary terms that might be new to pupils in reading content need to be identified and made meaningful. Objects and pictures that relate to these terms can be shown and discussed with pupils in ongoing reading activities. The act of reading becomes easier for pupils if there is enough background information as well as adequate knowledge about new vocabulary terms that will be contained in the selection to be read. If pupils receive instruction on seeing new words in print on the chalkboard, prior to the actual act of reading, comprehension should increase due to receiving practice in recognizing each new word. Thus, when pupils reed silently or orally, they will recognize the "unknown words" sooner in print. With fluent reading, comprehension of content also increases as compared to the one who

reads slowly in a laborious manner. Ediger (1988) wrote the following pertaining to the development of fluent readers using basal reader use:

Basal readers have been misused by classroom teachers. Certainly, teachers must apply basic principles of learning involving the use of basal readers. These principles include:

(a). providing for individual differences.
(b). attaching meaning to what has been read.
(c). stimulating learners in desiring to learn.
(d). praising pupils for improved performance regardless of past achievement.
(e). diagnosing pupil difficulties and working toward remediation.
(f). having learners achieve at their own optimum unique rates of achievement.
(g). selecting interesting learning activities.
(h). having pupils sense reasons for participating in ongoing learning activities.
(i). providing sequential learnings for pupils.
(j). having pupils voice their concerns and interests in selecting reading materials.
(k). maintaining balance among objectives pertaining to learning word recognition techniques, reading for a variety of purposes, and reading for enjoyment.

Newer plans of reading instruction based on sound educational thinking reflecting an appropriate philosophy and psychology of learning will now be analyzed.

Evaluating Diverse Reading Curriculum Plans

A. Reading Recovery (RR) originated in New Zealand through the work of Marie Clay. This plan of reading instruction is based on a one tutor per child emphasis. Generally, young pupils are placed into the RR program to avoid failure. Thirty minutes instruction time per day is given each child in reading for a period of twelve to sixteen weeks in a highly structured program. The lesson starts with the pupil being guided by the teacher in reading a book already read the previous day. The teacher observes how well the child does in reading the abstract words. A running record is kept of how well the child did in word recognition and pronunciation. The teacher then writes a sentence in which meaning to

content read well as to the use of syntactic and visual clues might be demonstrated by the reader. The sentence written by the teacher is cut apart for reassembling by the pupil. Here, the pupil is to see word order or syntax and understanding of content when arranging the sequence of words. A new book is then introduced to the pupil for reading. Inservice education for teachers is ongoing and rather continuous. A lead teacher works with other teachers to help in maximizing a pupil's strategies in becoming a better reader.

The RR pupil is taught in a separate room from other pupils. The focal point in instruction is upon the pupil. Generally, the at- risk pupil is in RR. These pupils may come from low income areas and have experienced an environment not conducive in learning to read and not experiencing success in school.

Critics of RR believe that little is done with the emphasis of this program in stressing school reform. The thinking here is that too many minority pupils become members of RR instruction. These critics believe that school reform should not discriminate among pupils in reading and other curriculum areas. Thus, the individual pupil is pulled out of the regular classroom and taught in one on one as if he/she has failed rather than school or society. A further criticism is that RR pupils, after instruction, need to return to the regular classroom where appropriate sequence in reading instruction is not in evidence. Critics further believe that pupils in RR do not experience democratic living in a regular classroom. Rather they experience separation from other learners. Gee (1990) wrote the following about school based discourses:

> privilege us who have mastered them and do significant harm to others. They involve us in foolish views about other human beings and their discourse. They foreshorten our view of human nature, human diversity and the capacities for human changes and development. They render us complicit with a denial of "goods," including full human worth, to other humans, including many children. They imply that some children-- including many black, Chicano, native American, and other children disproportionately fail in school-- mean less than other children.

Dudley-Marling and Murphy (1997) wrote the following for trying to counter, in part, their criticism of RR:

RR teachers might work with classroom teachers to adapt classroom reading instruction on the basis of what can be learned from research on Reading Recovery...Therefore it makes sense to use research on RR as a basis for encouraging classroom teachers to increase the amount of time for sustained reading and writing within the regular classroom.

Classroom teachers might also determine ways of assisting all pupils individually to learn to read with adequate attention given to each learner's style of learning. Pupils should have opportunities to read library books just as is done in RR. Teachers should evaluate how their teaching favors higher socio-economic level pupils in the classroom. They need to accommodate diverse cultures in the classroom setting. Dudley- Marland and Murphy (1997) continue with writing the following:

Finally, the evidence suggests that the efforts of RR teachers have improved the prospects of many students and demonstrates that given the right individual support and direction, all children can master the technical act of reading. RR teachers must ask, however, whether the students with whom they work have really learned to read, whether the worlds of school reading deny their worlds, whether their mastery of the technical aspects of reading works so well that these readers become implicated in their own subjugation. These questions suggest that RR teachers must find ways to challenge the discourse of schooling , to fit less well within existing structures of schools. Working to improve the reading of individual students may make a difference in the short term, but long term change requires the exploration of ways to challenge racist, classist, sexist, homophobic, and ableist structures of schooling that produced so much failure in the first place, structures that disproportionate numbers of students from marginalized groups will achieve little economic or social success no matter how literate they become.

My feelings on RR are the following:

1. one teacher and one pupil has long been advocated in providing for individual differences among pupils. Ediger (1986) wrote the following:

The Puritans felt that infants were born in sin, John Locke and Johann Friedrich Herbart felt that individual were born neither good nor bad. Human beings were neutral due to the mind initially being as a blank sheet. Toward the other end of the continuum, Jean Jacques Rousseau (1712-1778) felt that infants were born as good individuals.

The infant must be nurtured as a gardener would take care of plants. Rousseau believed in using real-life experiences through which pupils would learn...Learning through the senses was of utmost importance; nature always determines what is best for individuals, according to Rousseau.

Rousseau advocated one tutor teach one child. One teacher then would accompany one pupil in ongoing learning activities.

There have been numerous programs of reading instruction which have emphasized pupils working individually in reading. These have included individualized reading stressed in the 1950s and still popular today as well as Science Research Associates (SRA) Reading Program, a commercially published plan of teaching reading which also has popularity presently. Both of these programs of reading instruction can emphasize pupils being in the same classroom regardless of reading abilities. Or learners might be grouped homogeneously. With mainstreaming of pupils in full inclusion, classrooms are becoming more heterogeneously grouped for teaching and learning.

2. RR stresses pupil pullout for a period of 12 to 16 weeks to assist at -risk and other pupils in this program to catch up with learners in the regular classroom. On task behavior is very strong during the thirty minutes period of structured time devoted to RR for each pupil.

3. the short term goals of RR is to assist pupils to increase reading skills where the rate of success has not been that great in previous attempts in teaching reading. There is an attempt in RR to increase proficiency in reading for individual pupils who have experienced failure previously. This short term goal should harmonize with long term objectives of participants in RR whereby a better self concept should accompany increased proficiency in reading.

4. selected pupils need assistance if given in the regular classroom or in pullout programs. There probably is less interference in reading in a quiet area for RR instruction. Labels should never be given to pupils regardless of the plan of reading instruction being followed. Labeling in terms of race, socio-economic levels, or any other forms of elitism needs to be avoided.

I believe that much of learning emphasizes a one on one

approach. Pupils differ much in their interests, talents, and abilities. For example, Clark (1985) stresses that each pupil has a different process in writing and teachers then emphasize a one on one approach in teaching writing. Howard Garner (1995) is well known for his advocating the multiple intelligence theory. One of the seven intelligences, he has identified, is intrapersonal. With intrapersonal intelligence, the pupil is able to do well on tasks by himself or herself, as compared to being a member of a group. I find myself in this category; I write manuscript content two hours a day at a word processor and this is strictly based on individual endeavors without collaboration with other writers. I have also enjoyed teaching equally so when planning by myself to teach classes. According to my thinking, reading is so individualized, perhaps a one on one approach needs to be emphasized more often than is generally the case in the curriculum.

5. pupils in RR can be integrated into the regular classroom after instruction has been completed on a one to one basis. These pupils should not feel embarrassed when reading orally in situations where highly proficient pupils read well. No matter what plan of teaching is used, there will be loopholes. It appears that to "every action, there is an opposite and equal reaction" also holds true in education as well as in physics.

Reading teachers should always evaluate present programs of reading instruction and make necessary modifications in moving away from what is to what should be.

B. I served for three years on the Language and Learning Across the Curriculum Committee for the National Council Teachers of English (NCTE). While serving on this committee, we looked into ways of stressing an integrated language arts curriculum. Research results were viewed carefully within the committee setting. There is a substantial body of research that advocates using interdisciplinary/integrative approaches in teaching. People tend to perceive knowledge as being related and not in component parts as do many academicians. Whatever knowledge is needed at a given time is used in problem solving. It does

not matter here which discipline(s) are involved. Rarely does an individual ask which academic discipline is involved when engaging in problem solving. Dinmore (1997) wrote:

> At this point, it is appropriate to reexamine the terms interdisciplinary and integrative studies. While traditional definitions of interdisciplinary focus on, amongst other things, the relationships among the disciplines, a new approach could focus attention to the process of interweaving and blending knowledge derived in formal and informal environments. Integration also encompasses the assimilation of experiential, essentially practical learning, with theoretical, conceptual (and essentially abstract) learning. Viewed from these perspectives, it is proposed that interdisciplinary and integration are not necessarily interchangeable terms. Interdisciplinary takes place in the broader macro arenas between and among disciplines. Integrative education may do so also, but while interdisciplinary remains, by etymology, primarily in the real of formal education, integrative education is not so constrained. In the context of ...education, with its capacity to embrace informally derived experiental learning, it is helpful to recognize both integrative as well as the interdisciplinary ones.

Dinsmore (1997) believes that formal (generally in classrooms) and informal education (in society) compliment each other in providing background information to pupils. Both provide background information to pupils when, for example, they read. This background information helps pupils much when reading, because new content is always built upon what has been learned previously. The new content then sounds more familiar to the pupil doing the reading. Then too, when pupils perceive that knowledge from the academic disciplines is related, they have a broader base of information to draw upon when recalling the old and relating it to the new just being read. My recommendations for an interdisciplinary/integrative reading curriculum are the following:

1. A strong argument can then be made for an interdisciplinary, integrative reading curriculum which guides pupils in obtaining background information to understand the new subject matter to be read. Knowledge perceived as being related may be recalled sooner than if viewed as being isolated content from each academic discipline. One idea possessed by the learner will then trigger the recall of other information.

2. Adequate time in reading instruction needs to be given in assisting pupils to perceive knowledge as being related so that the act of reading becomes easier due to possibilities of learners possessing enough background information. Better understanding of what has been read and improved content retention should be an end result.

3 a multi-cultural approach in teaching reading should be in evidence. Interacting with pupils of other cultures and reading about these cultures relates knowledge and should assist learners to read more effectively, not only in the reading curriculum, but also in the social studies.

4. reading to solve problems needs adequate emphasis since problem solving tends to stress the relationship of knowledge. Whatever knowledge is needed, regardless of academic disciplines inherent, is then used in problem solving.

5. reading becomes more life-like and utilitarian when it becomes important in solving personal and social problems. Knowledge that is put to use appears to have retention values.

C. What about pupils rereading stories if this is done in remedial reading classes or for learners in the regular classroom? I believe as children, each one of us had our favorite stories. I remember on the first grade level how I reread the Little Red Hen due to liking the contents and also feeling secure in being able to read the content well. There are educators who recommend pupils individually collecting their favorite stories and/or poems. The stories and poems collected represent what is of interest to the learner. Then too, these stories and poems are enjoyable to the involved pupil.

When being an elementary school teacher in the public schools, I advocated to pupils to choose which story/ stories were of greatest personal interest. Each pupil then sent home a copy of this story and was to read the contents orally to parents. When I was in the first grade during the 1934-35 school year, my teacher had a reading party whereby parents were invited to attend. Pupils, after much practice, then read orally to parents what they individually liked best. This was

during the heart of the depression and refreshments were served to these parents. The attendance was good!

I well remember how much effort was put into reading well orally to others. Then too, I believe it was good to perform in front of others. At other occasions such as at PTA meetings, individual pupils could perform with tap dancing and singing. I grew up in a General Conference Mennonite home and community where all forms of dancing were taboo, an anthropological term. Then too, I did not sing solos then nor now. So, I did not have the opportunities to perform in front of groups that other pupils had in the elementary school years. Performing in front of others has many values such as developing confidence and poise. I strongly recommend that each pupil have opportunities to be in front of diverse groups to speak, sing, play a musical instrument, and dance, among other approaches, to develop wholesome self concepts and attitudes. In the seventh grade, I learned to play a baritone horn which I still play today for recreation and for different organizations and groups. I agree also with Dr. Howard Garner's theory of multiple intelligences (1995) in that each person should have opportunities to reveal what has been learned and different intelligences may be used to show these learnings; music is a dimension of multiple intelligences. In addition to the identification by Dr. Gardner of intrapersonal and music intelligences mentioned above, the others are interpersonal, spatial, bodily-kinesthetic, logical-mathematical, and verbal/linguistic. Verbal/linguistic includes the reading arena. Reading at a proficient level is so necessary for all! We have a neighbor in our rural area who can read very little. He is very proficient in repairing automobiles, but is so limited when a manual is needed to read on specific repairs that need to be made on a certain model, let alone losing out on the many enjoyments that can come from recreational and other forms of practical reading.

Reading educators continually need to study, analyze, and think of procedures which assist pupils to improve reading quality and achievement. Could rereading of content assist pupils to become better readers? There needs to be relevant purposes for choosing to reread a

story or poem that appeals to the learner. Samuels (1997, chosen for reprinting from the January, 1979 issue of the Reading Teacher) wrote the following:

The method consists of rereading a short, meaningful passage several times until a satisfactory level of fluency is reached. Thus the procedure is repeated with a new passage.

For example, in one of our earlier studies, children who had been experiencing great difficulties in learning to read were instructed to select easy stories which were of interest to them. Then, depending on the reading skill of the student, short selections (50-200 words) from these stories were marked off for practice.

The student read the short selection to an assistant , who recorded the reading speed and number of word recognition errors in a paragraph...

Repeated readings can be done either with or without audio support. If audio support is used, the student reads the passage silently while listening to the tape recorded narration over earphones. After a number of rereadings, the audio support is no longer necessary and the student reads the story without help...

There are additional factors to consider regarding use of repeated readings. So that students will understand why repeated reading is done, we have involved them in a discussion of how athletes develop skill at their sports. This discussion brings out the fact that athletes spend considerably more time practicing basic skills until they develop speed and smoothness in this activity. Repeated readings uses this same approach.

Teachers may wonder what role comprehension plays in the rereading method. Repeated reading is a meaningful task in that the students are reading interesting material in context. Comprehension may be poor with the first reading of the text, but with each additional rereading, the student is better able to comprehend because the decoding barrier to comprehension is gradually overcome. As less attention is required for decoding, more attention becomes available for for comprehension.Thus rereading builds both fluency and enhances comprehension. One additional technique for building comprehension is to ask the student a different comprehension question with each rereading of the story.

My evaluation of rereading philosophy of instruction stresses the following:

1. There are pupils who do benefit from rereading diverse materials. Perhaps, there is a style of learning involved whereby selected learners do benefit and others are bored with rereading due to

comprehending contents well the first time.

2. there are pupils who have favorite stories or poems that they like to reread and develop a personal collection on. This needs to be encouraged.

3. rereading of subject matter could minimize the need for phonics instruction which can be quite laborious for pupils, if over done. With rereading, individual pupils recognize an increased number of words. Holism in reading instruction is then emphasized rather than segmenting words into phonetic elements..

4. as an adult, I do reread what was not understood the first time when reading content. Metacognition philosophy advocates that individuals monitor their very own reading to determine comprehension of content.

5. learners individually may place in their portfolios favorite reading selections that have been mastered in terms of reading skills developed.

D. Higher levels of pupil cognition are continually being emphasized in the reading curriculum. Thus, pupils are not to stop with rote learning or memory items but go much beyond these levels in thought when engaged in reading. Benjamin Bloom (1956) came out with six levels of thinking in the cognitive domain. Pupils should achieve at the highest level possible so that thinking becomes a major goal in reading instruction. Bloom's six levels or taxonomy of educational objectives are the following:

1. recall. Here, pupils after reading a given selection are asked questions covering content read. The questions raised require pupils to merely give memorized items as responses.

2. understanding. Pupils are asked to say in their own words what has been read. Using textbook wording does not suffice as being on the understanding levels of cognition.

3. application. Pupils, on this level of cognition, are to use what has been read in a new situation. Pupils then need to recall and understand what has been read and then use the information in a

practical situation.

4. analysis. With analysis, pupils are asked to separate facts from opinions, fantasy from reality, and accuracy from inaccurate statements. A considerable amount of background information is needed to work on the analysis level of pupil cognition.

5. synthesis. Pupils then relate content that has been analyzed. Being able to perceive wholeness after dividing subject matter into component parts is a high level of cognition for pupils to work on in reading.

6. evaluation. Here pupils judge the worth of what has been read using quality criteria. Pupils with teacher judgment need to work on statements whereby these may be used to appraise content read.

Sternberg (1997) wrote the following:

A Yale study, based on the premise that intelligence has analytical, creative, and practical aspects, shows that if schools start valuing all three, they may find that thousands of kids are smarter than they think. In viewing the language arts, Sternberg (1997) has provided an example of what it means to teach for four abilities. These are the following:

Language Arts

Memory

Remember what a gerund is or what the name of Tom Sawyer's aunt was.

Analysis

Compare the function of a gerund to that of a participle, or compare the personality of Tom Sawyer to that of Huckleberry Finn.

Creativity

Invent a sentence that effectively uses a gerund or write a very short story with Tom Sawyer as a character.

Practicality

Find gerunds in a newspaper or magazine article and describe how they are used, or say what general lesson about persuasion can be learned from Tom Sawyer's way of persuading his friends to whitewash Aunt Polly's fence.

In Closing

There are numerous plans in the teaching of reading. Each plan needs to be appraised in terms of following tenets of the psychology of

education. The reading plan used must provide for the needs of individual pupils. A caring, conscientious teacher must have the pupil in mind when implementing a quality literature and reading program. Ediger (1997) wrote:

> Students need ample opportunities to select materials for reading. The teacher should display trade books covering variety in topics so that each learner may locate one that has personal interest, meaning, and purpose. The student, however, is the chooser of what to read. Trade books for learner selection to read should also be on a variety of reading levels to provide for individual differences...
>
> The...student chooses his/her very own books to read. Books selected should be challenging to read. Ideas must be of interest to make for further wishes to read. Interest is a powerful factor in stimulating students in wanting to do more reading.

Psychological factors of interest, meaning, and purpose are important in emphasizing a quality reading curriculum. The following are additional factors to consider in providing for individual differences among pupils:

1. how much structure a reading program needs to have to guide optimal pupil learning.
2. the amount of direct teacher involvement in teaching reading.
3. the pupil/teacher ratio necessary in emphasizing a quality reading program.
4. the degree to which high expectations by the teacher has on pupil achievement in reading.
5. the kinds of background experiences learners bring to the selection to be read.

Selected References

Barton, Mary Lee (1997). "Addressing the Literacy Crisis: Teaching Reading in the Content Areas," National Association Secondary School Principal's Bulletin, 81,587: page 24.

Billmeyer. B. (1996). "Teaching Reading in the Content Areas: If Not Me, Then Who?" Aurora, Colorado: Mid-continent Regional Educational Laboratory.

Bloom, Benjamin (19560, Taxonomy of Educational Objectives,

Cognitive Domain. New York: David Mc Kay Company.

Clark, B. L. (1985), Talking About Writing: A Guide for Tutor and Teacher Conferences. Ann Arbor, Michigan: University of Michigan Press.

Dinsmore, Ian (1997), "Multidisciplinary and Integrative Learning: An Imperative for Adult Education, Education, Vol. 117, No.3: pages 452-467.

Dudley-Marland, Curt, and Sharon Murphy (1997), "A political critique of remedial reading programs: The example of Reading Recovery," The Reading Teacher, Vol. 50, No. 6, pages 460-467.

Ediger, Marlow (1988). Language Arts Curriculum in the Elementary. Kirksville, Missouri:Simpson Publishing Company, page 22.

Ediger, Marlow (1986). Social Studies Curriculum in the Elementary School. Kirksville, Missouri: Simpson Publishing Company, page 4.

Ediger, Marlow (1996). Elementary Education, A Collection of Essays. Kirksville, Missouri: Simpson Publishing Company, page 39.

Ediger, Marlow (1997). The Modern Elementary School. Kirksville, Missouri: Simpson Publishing Company, page 194.

Ediger, Marlow (1997), "Transescents, Classroom Interaction, and Reading," Reading Improvement, 34,1;31-36.

Fayden, Teresa (1997), "What is the Effect of Shared Reading on Rural Native American and Hispanic Kindergarten Children?" Reading Improvement, 34, 1:22-30.

Gardner, Howard (1995), "Reflections on Multiple Intelligences: Myths and Messages, Phi Delta Kappan, 77,3:200- 203 and 206-209.

Gee, James (1990). Social Linguistics and Literacies: Ideology in Discourses. Philadelphia: The Falmer Press, page 191.

Lee, Doris (1981), "Reading, Riting, and Responsibility," Speech at the National Conference on Language Arts in the Elementary School, Portland, Oregon, April 10.

Samuels, S. Jay, "The method of repeated readings, The Reading Teacher, 50,5: pp.376-381.

Sternberg, Robert J. (1997), "What Does It Mean To Be Smart?"

Educational Leadership, 54,6:19-22.

Tiedt, Iris M. The Language Arts Handbook. Englewood Cliffs, New Jersey: Prentice hall Inc., page 313.

Veatch, Jeanette (1959). Individualizing Your Reading Program. New York: G. P. Putnams Sons, pages IV \and X.